

# SMARTER

## Balanced Assessment Consortium

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### Approaches to Common K–12 Assessments: Roles for SHEEOs and Higher Education

*Stanley Rabinowitz, Ph.D.*

*WestEd Project Management Partner Lead*

WICHE — What the Common Core State Standards Mean for Higher Education in the West

Boulder, CO    November 10, 2010

# Background

# The Purpose of the Consortium

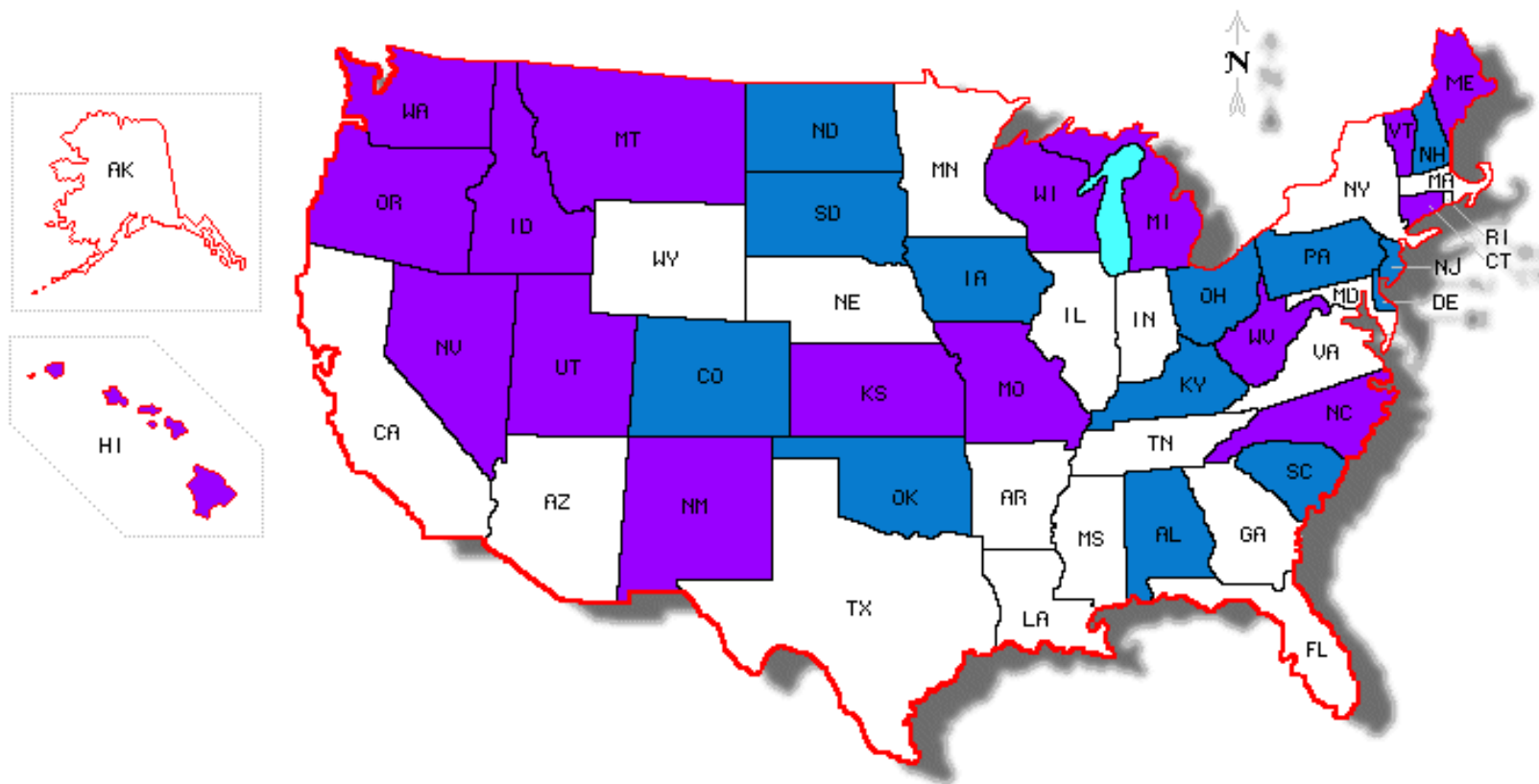
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*To develop a set of comprehensive and innovative assessments for grades 3-8 and high school in English language arts and mathematics aligned to the Common Core State Standards.*

*The assessments shall be operational across Consortium states in the 2014-15 school year.*

- - Governing
- - Advisory

# SMARTER Balanced Assessment Consortium Member States



11-2-10

# A 30-State Consortium

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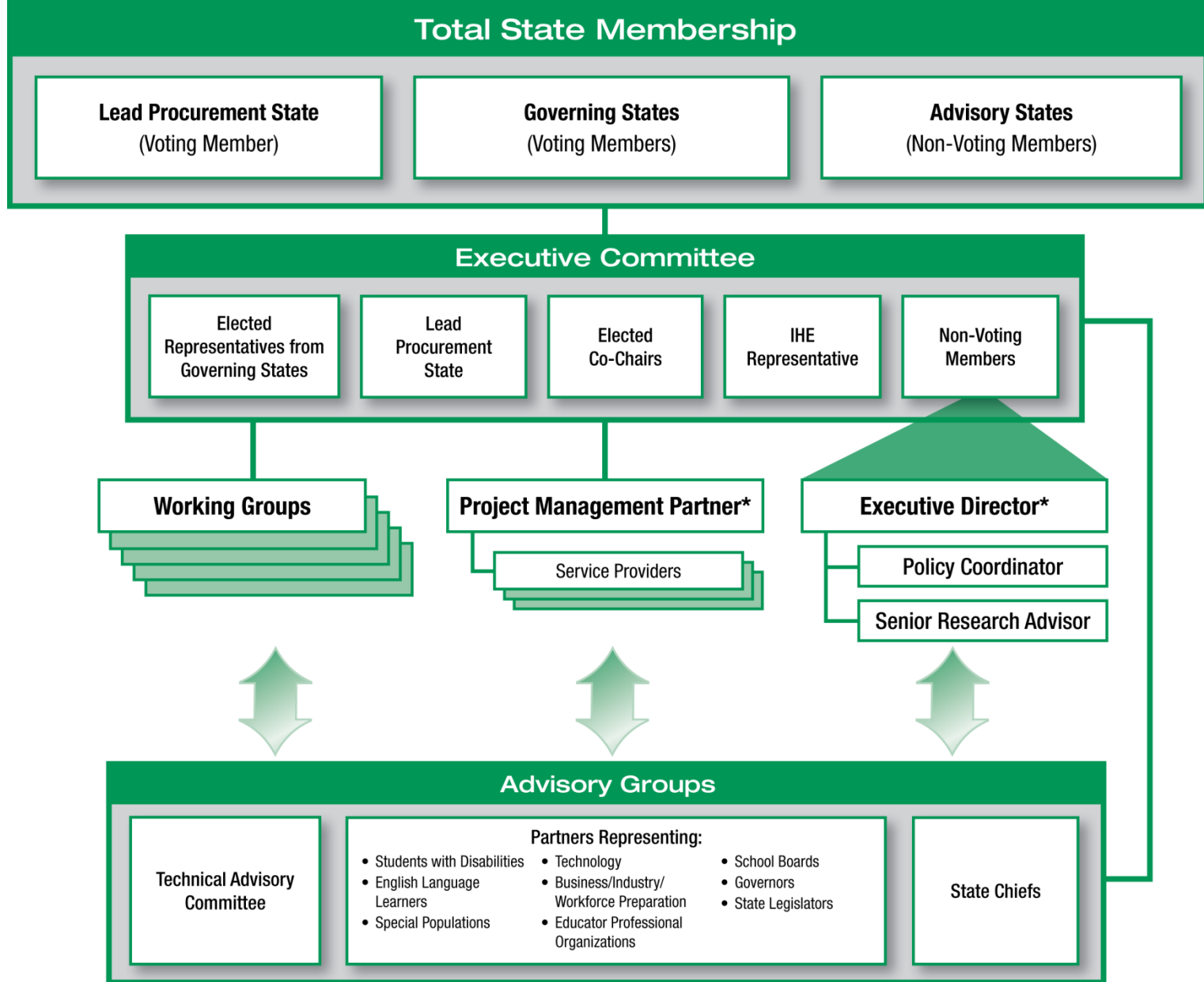
17 Governing States	13 Advisory States
CT, HI, ID, KS, ME, MI, MO, MT, NC, NM, NV, OR, UT, VT, WA, WI, WV	AL, CO, DE, IA, KY, ND, NH, NJ, OH, OK, PA, SC, SD
<b>Total Number of States = 30</b>	

***Fiscal Agent: Washington State***

# Consortium Governance

<b>Governing Co-Leads</b>	Tony Alpert (OR) Judy Park (UT)
<b>Executive Director</b>	Joe Willhoft (WA)
<b>Governing Executive Committee</b>	Dan Hupp (ME); Joseph Martineau (MI); Carissa Miller (ID); Lynette Russell (WI); Mike Middleton; Higher Ed. Rep. (TBD)
<b>Project Management Partner</b>	WestEd
<b>Policy Advisor</b>	Sue Gendron
<b>Senior Research Advisor</b>	Linda Darling-Hammond

Last Modified 11/8/2010



\*Under contract with Lead Procurement State

Last Modified: November 8, 2010

# The Goal of the Consortium

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*To ensure that all students leave high school prepared for postsecondary success in college or a career through increased student learning and improved teaching.*



# The Challenge

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How do we get from here...

...to here?

**Common Core  
State Standards  
specify K-12  
expectations for  
college and  
career readiness**



**All students  
leave high  
school college  
and career  
ready**

**SMARTER**

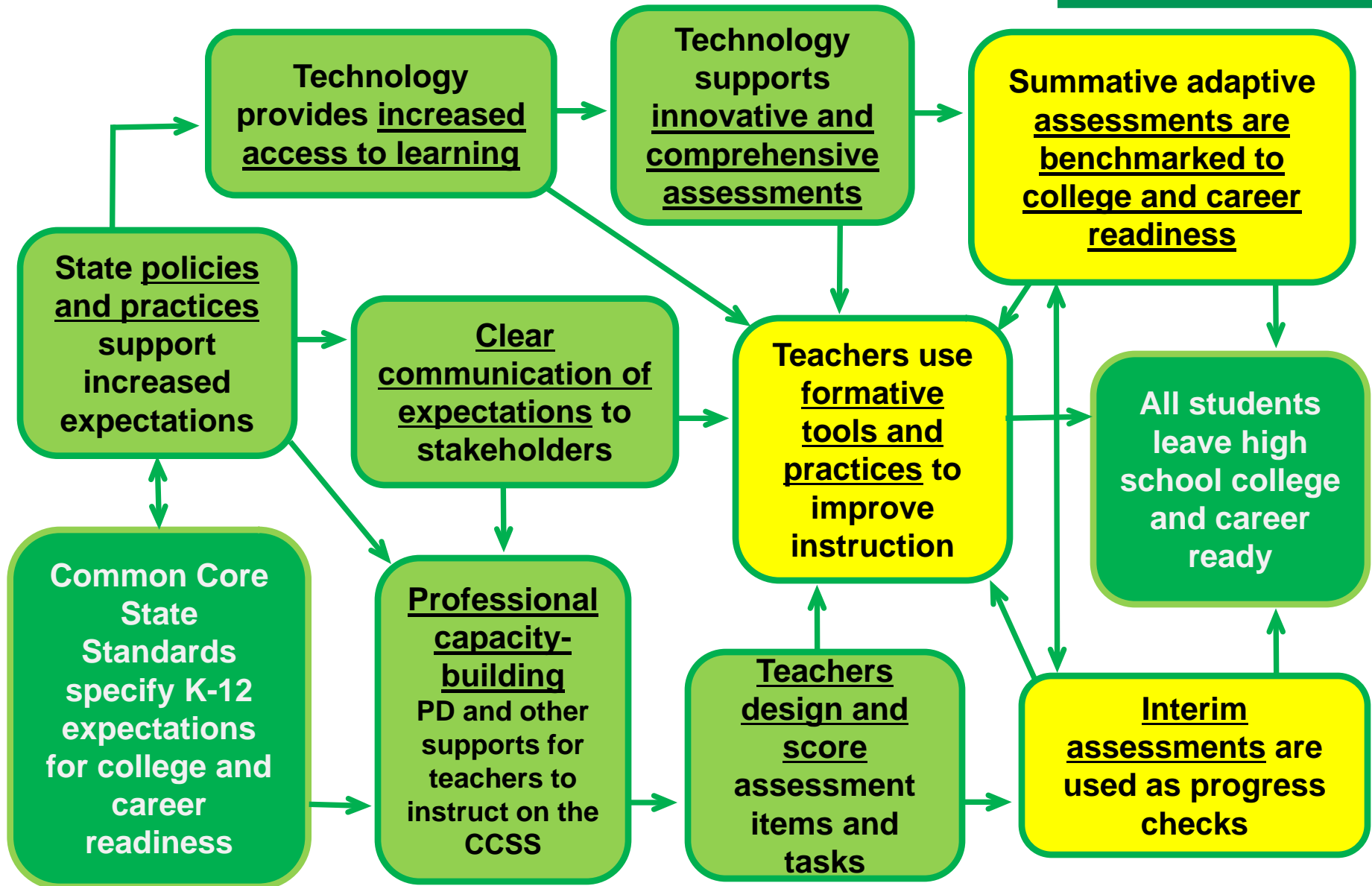
Balanced Assessment Consortium

# Theory of Action

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- A model of verifiable accomplishments/milestones, leading to the desired outcome
- Accomplishments/milestones are interdependent
- The theory of action is closely linked to the validation argument for the assessment system

# The SMARTER Balanced Theory of Action

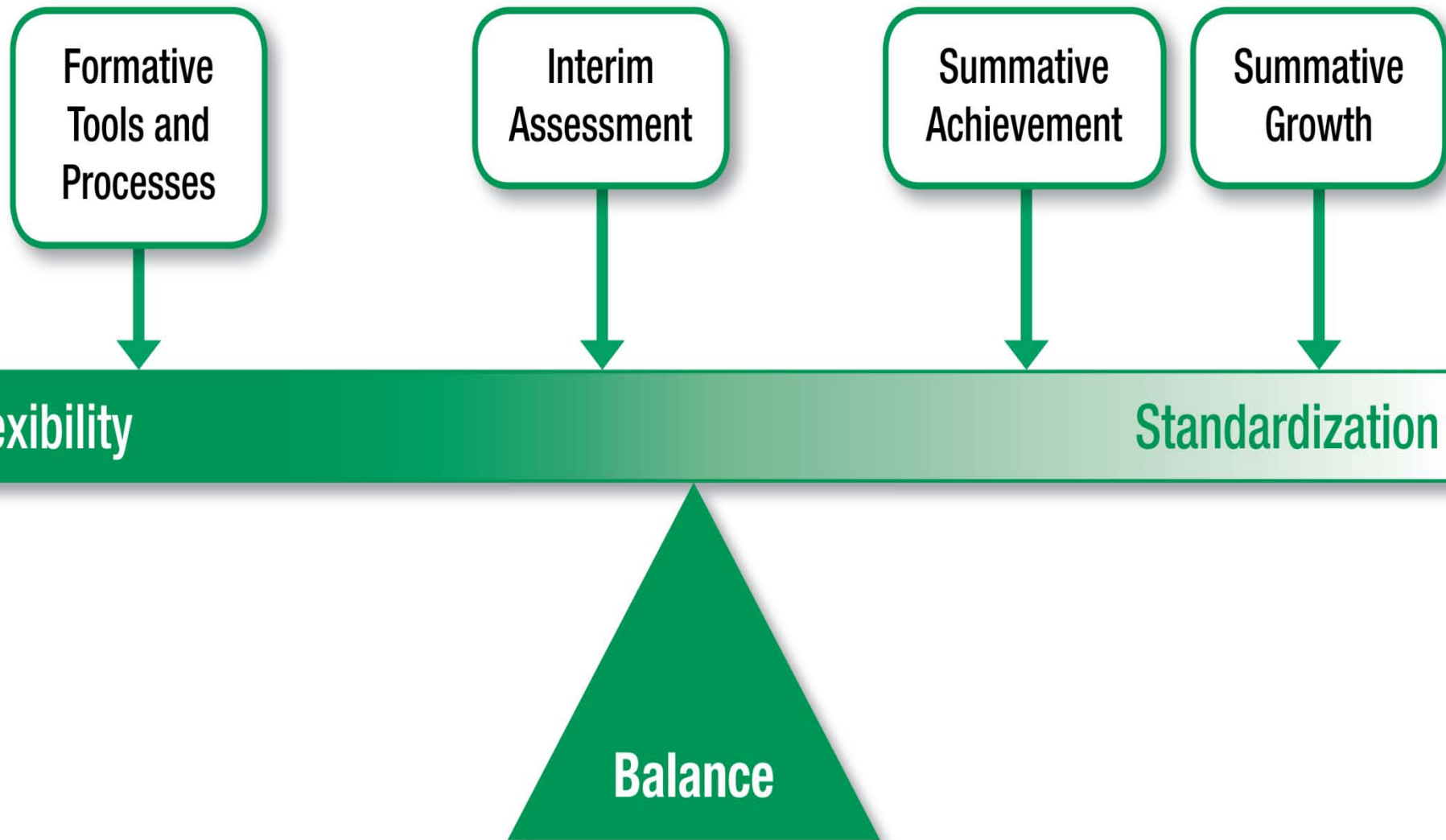


# Theory of Action

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Assessment system that balances summative, interim, performance, and formative components for ELA and mathematics:

1. Computer adaptive summative assessment
  - a. Grades 3–8 and 11 (testing window within the last 12 weeks of the instructional year)
  - b. Selected response, enhanced constructed response, technology enhanced, and performance tasks (grades 3–8, 2/year: HS, up to 6)
2. Computer adaptive interim assessment
  - a. Learning progressions
  - b. Administered throughout the year
  - c. Selected response, enhanced constructed response, technology enhanced, and performance tasks (grades 3–8, 2/year: HS, up to 6)
3. Formative Tools and Processes

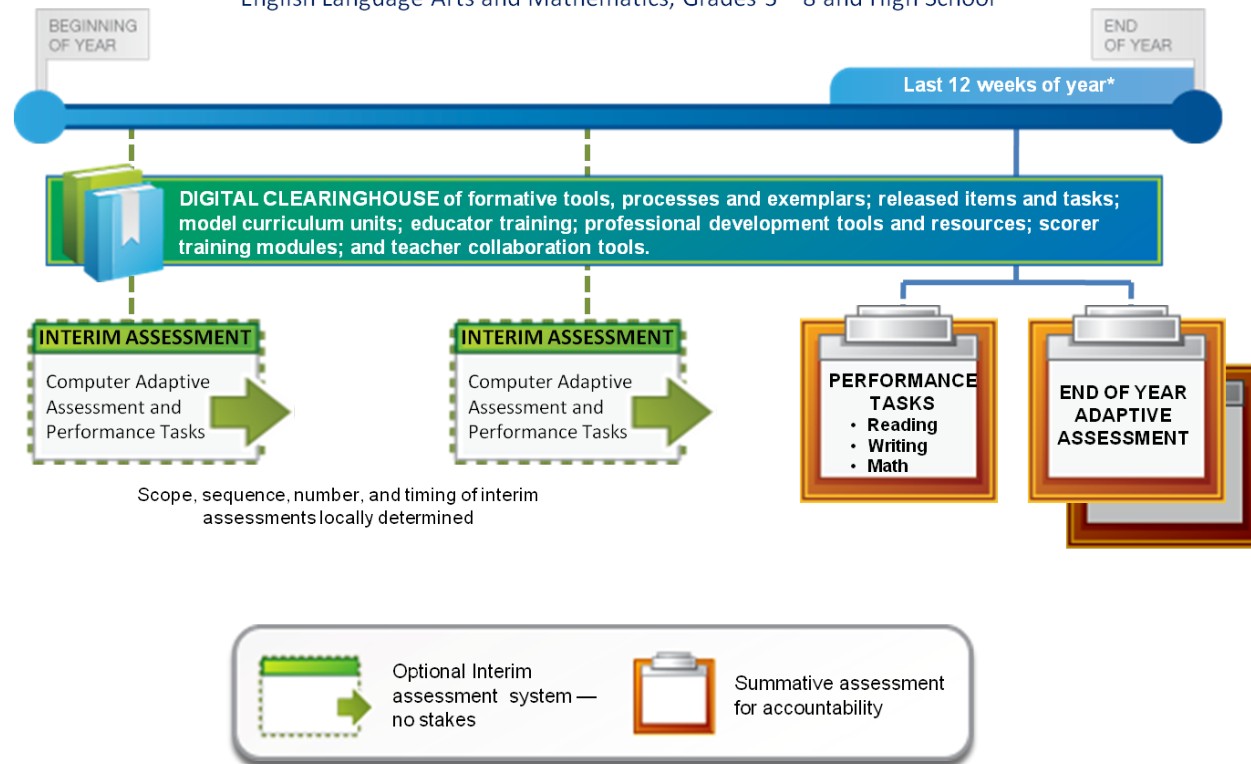


# Assessment System Highlights

# System Highlights

## The SBAC System

English Language Arts and Mathematics, Grades 3 – 8 and High School



\* Time windows may be adjusted based on results from the research agenda and final implementation decisions.

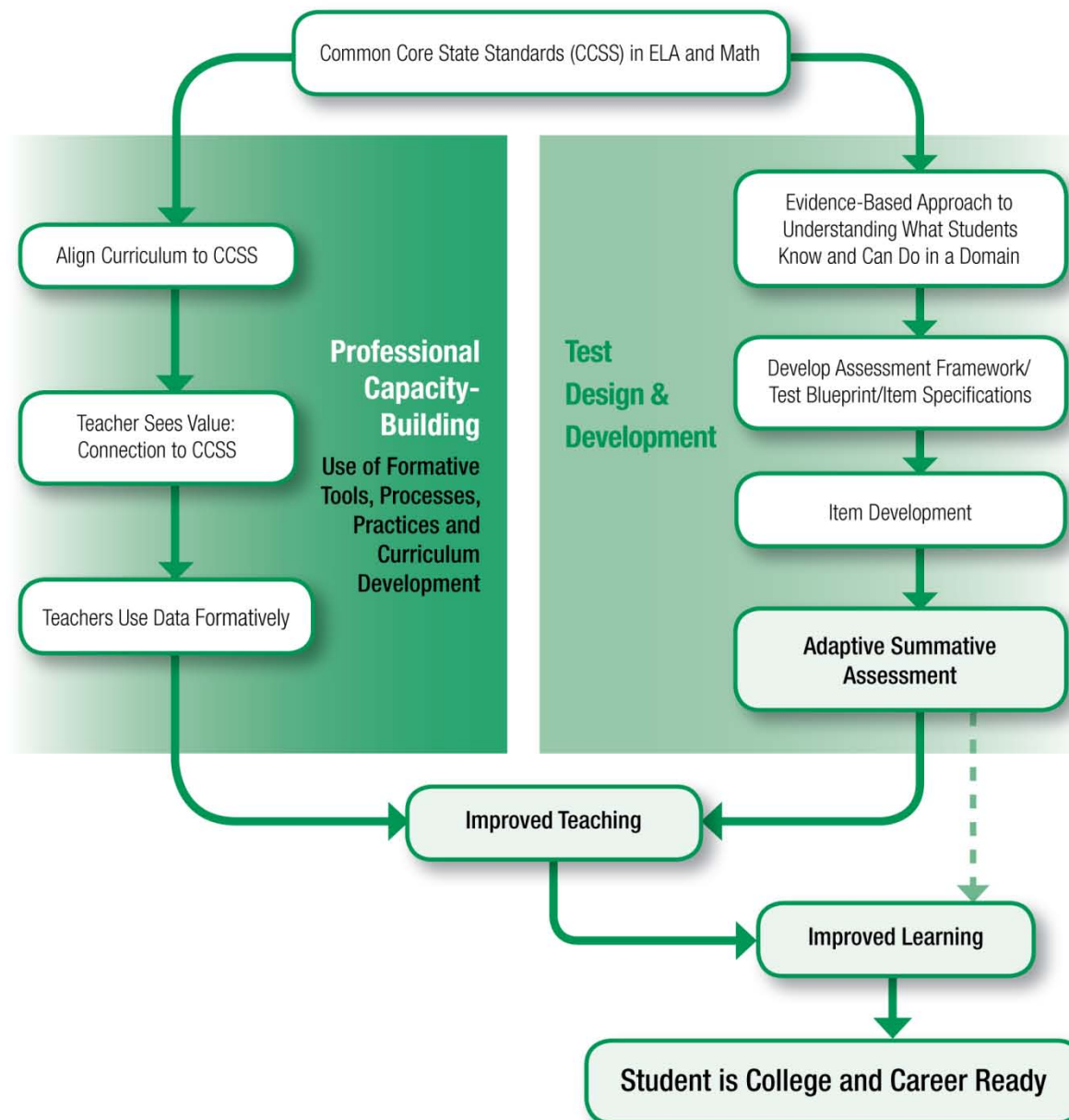
# System Highlights

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## Summative Assessments Using Online Computer Adaptive Technologies

- Efficiently provide **accurate measurement** of all students, across the spectrum of knowledge and skills
- Incorporate **adaptive precision into performance tasks** and events
- Will **assess full range of CCSS** in English language arts and mathematics
- Describe both **current achievement and growth across time**, showing progress toward college and career readiness
- Scores can be reliably used for **state-to-state comparability**, with **standards set against research-based benchmarks**
- The **option of giving the summative tests twice a year**





# System Highlights

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## Optional Interim Assessments

- Are aligned to and reported **on the same scale as the summative assessments**
- Help **identify specific needs** of each student, so teachers can provide appropriate, targeted instructional assistance
- Incorporate significant **involvement of teachers in item and task design and scoring**
- Are **fully accessible** for use in instruction and professional development activities
- Provide students and teachers with **clear examples of the expected performance** on common standards.

# System Highlights

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## Clearinghouse of Formative Tools

- Instructionally sensitive, on-demand tools and strategies that enable differentiation of instruction
- Professional development materials available to educators
- Use is associated with improved teaching and increased student learning

# System Highlights

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## Computer Adaptive Technology

- Allows for the breadth of the Common Core State Standards to be comprehensively assessed while minimizing test length
- Allows increased measurement precision relative to fixed form assessments
- Allows items to be presented as a function of student ability as measured during the test

# System Highlights

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## Online, Tailored Reporting System

- Supports educator **access to information about student progress** toward college and career readiness
- Allows for exchange of **student performance history** across districts and states
- Uses a Consortium-supported backbone, while individual **states retain jurisdiction over access permissions and front-end “look” of online reports**

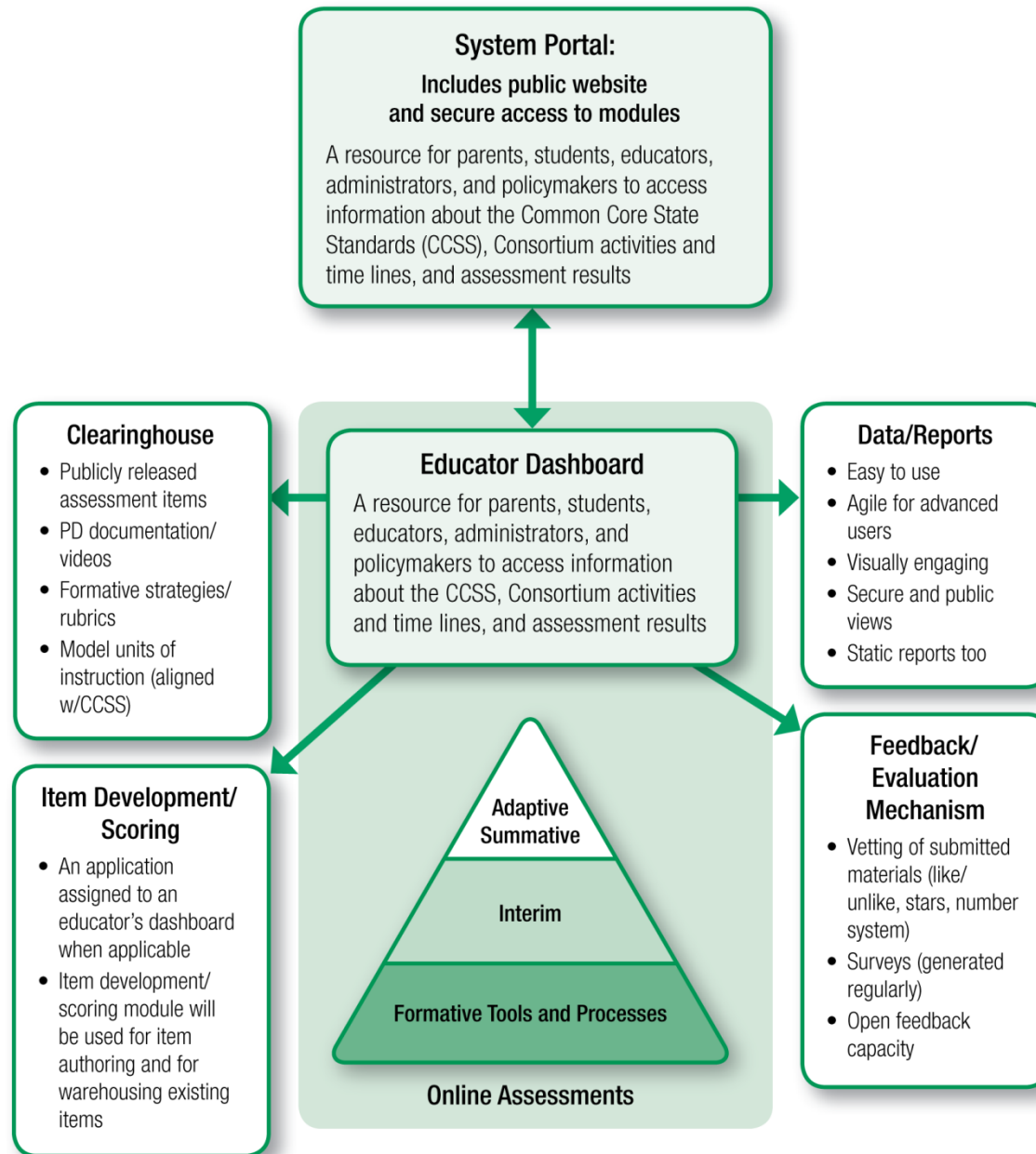
# System Highlights

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## Benefits and Efficiencies from “Economies of Scale” Due to a Multi-State Consortium

- Cost savings
- Shared **interoperable open-source software platforms**: Item generation, item banking, and adaptive testing no longer exclusive property of vendors
- Common, **agreed-upon protocols for accommodations** for students with disabilities and ELL students

# Professional Capacity and Outreach





# Collaboration with Higher Education

# IHE Partners

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*GOAL: Better prepare students for college and career readiness.*

- IHE partners include 162 public and 13 private institutions and systems of Higher Education representing 30 SMARTER Balanced States
- IHE partners represent nearly 75% of the total number of direct matriculation students across all SMARTER Balanced States

# IHE Collaboration

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- SMARTER Balanced will collaborate with IHEs to create student achievement standards that define college-ready.
- IHE representatives will participate on the high school assessment scoring and item review committees to ensure that the assessments measure college-readiness and predict post-secondary success.
- A representative from the Higher Education community will hold a seat on the Executive Committee promoting active involvement in all SMARTER Balanced endeavors.
- Post-secondary faculty and other representatives from higher education will participate as key members on standard-setting committees to ensure that proficiency scores reflect college-readiness.

# The SMARTER Balanced Approach

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- Interim assessments based on learning-progressions provide students, teachers, and parents with detailed, actionable information about what a student must know and be able to do to be ready for college-entry and success.
- Students, teachers, and parents will be able to track readiness for college and careers throughout schooling.
- Allows students to enter IHEs and IHE systems having met common, clear college-ready standards.
- IHEs and IHE systems will be able to exempt students from remedial courses if they have met the Consortium-adopted achievement standard for each assessment.

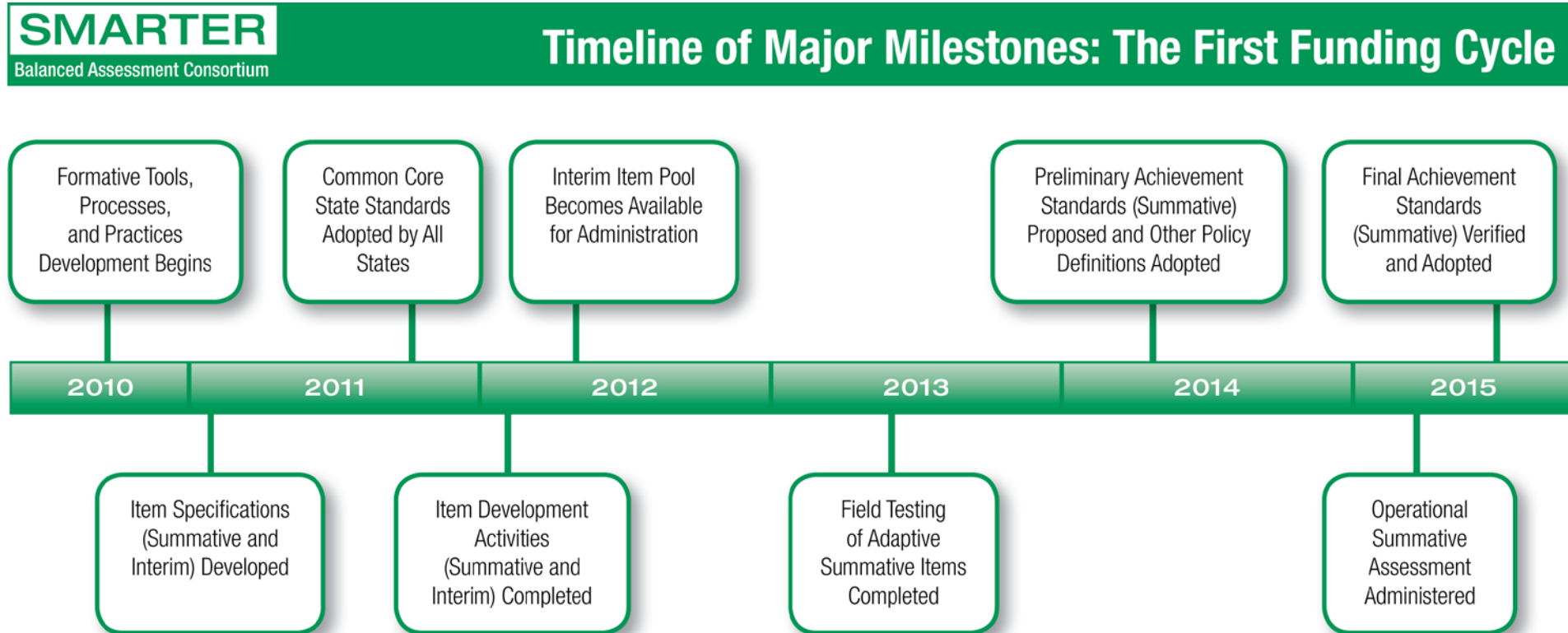
# SMARTER Balanced Standard Setting

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IHE experts on the Standard-Setting Committee and the IHE Policy Committee will collaborate to:

- Develop coherent placement policies and procedures, and
- Conduct concurrent and predictive validity studies examining course-taking patterns, and external measures of preparedness to establish college- and career-readiness.

# Timeline



# To find out more...

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...the SMARTER Balanced Assessment Consortium can  
be found online at

[www.k12.wa.us/SMARTER](http://www.k12.wa.us/SMARTER)